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Wiki #5

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CBSE 7201.T – Fall 2012

1. Collaborative Teaching: Are Two Teachers Better Than One?

Haynes, J. Reprinted from Essential Teacher, Volume 4, Issue 3,September 2007, Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL)

This article is actually a blog write up about a classroom scenario of two teachers working together in a real life-working example of how a TESOL pushes in to an inclusion class. Rather than take these students to a small setting, she works with the classroom teacher to collaborate and come up with plan to teach a concept. In this case study the students are learning about communities (social Studies) activity. Each teacher posed a question to a group of eight students. Each group were asked to brainstorm about what an over populated community would need in order to function. This article also demonstrates a worse case scenario of what schools are currently doing with their ESL teachers. A New Jersey school describes an ESL teacher moving around the building all day into five classrooms where he is either helping students who don’t understand instruction, or pulls a small group in the back of another classroom, or walks into another room where the teacher treats him as a prep. Because of his workload, he is unable to plan properly and therefore is not utilized in the right capacity.

Too many of our schools are repeating the same mistake, in my case my school is over populated, and under-staffed, because of this my AIS, as well as our ESL teachers are too busy “watching” students during what we call mass-preps to do anything about the situation. The ESL students in my school rely on each other to learn English.

1. Working Together: A Collaborative Model for the Delivery of Special Services in General Classrooms. Swartz , S. L. California State University

This article is about the definition of co-teacher. Swartz mentions in his article that special education and general education teacher must work together in order for collaboration to take place. They must understand that the class room is a shared space, and that no one teacher should monopolize the space, students and teacher should have a designated space for them to work, or feel secure in moving about the room. He talks about planning and using materials. They should enhance what was taught during instructional time and not venture off on another topic, thus confusing the students. He talks about flexible grouping. The special ed. Teacher should feel comfortable including general ed students who may need extra support on that topic. Lastly he speaks about the most important aspect of co-teaching, well at least in my opinion, and that is to clearly define your roles. Special ed teachers shouldn’t feel or be treated as a classroom aid, a helper, or a prep teacher; But rather a professional teacher who shares responsibilities in teaching, modeling, explain, demonstrating, and tracking students in their learning. Special ed teachers should be made to feel welcome in any classroom setting, students should be made aware that certain periods of the day their will be an extra teacher in the room to help guide a lesson with the general ed teacher. Also special ed teachers should be welcome to sit in on grade level meeting, so they too can plan with the teachers they will be working with. Swartz feels this is the impitemy of exemplar collaboration.

Supported Teacher Collaborative Inquiry Nelson, T. & Slavit, D. *Tamara Nelson & David Slavit Teacher Education Quarterly, Winter 2008*

This is an article about inquiry collaboration. This takes the concept of co-teaching a step further. In a school that is using inquiry to drive instruction, this is one of the newer approaches to services children. My school uses what we call “inquiry spaces” we also have Inquiry Thursday’s, we also keep teacher logs on one another after we’ve completed an inter-classroom visitation we call these transcripts where teachers take notes on one another about what they observed in each others classrooms. The only problem with all of this is all teachers from the lower grade have the same prep therefore going to observe someone poses a problem. Inquiry spaces are uploaded by classroom teachers who have been working with students that have been identified as students who need special services however we are using several tools to teach and track them. So data seems skewed. In order for a school to function properly, as one that puts students needs first, then it needs to have a five-point plan in place. 1) Highly qualified teachers who want to work with children and who are not burned out. 2) Innovators, collaborators people who don’t have egos and are willing to share best practices, who are humble and know how to take constructive criticism. 3) A curriculum that supports diverse learners, one that is state aliened and has all of the components to support all learners. Therefore teachers don’t have to take a general guide and modify it for special groups. 4) Imbedded practices. An open door policy, a shared environment and communal space that thrives off of learning from one another. And 5) a strong leadership, one that makes regular trips into classrooms, pulls small groups of children for learning circles. One that doesn’t use scare tactics to motivate people, one that models what an effective lesson or strategy looks and sounds like. And one that values the strength and differences and interests of their staff and students.

1. The Hazards of ESL Push In: blog

This article talks about the alternative to the push-in method. Some educators feel that ESL students who’s first year of education in this country should be that of a monolingual English program. This program allows schools to separate ESL students into classrooms that use their native language to instruct. However the down side to this approach is of course its limitations. How will students learn English if they are submerged into a luke warm American education. Isolation is never the answer. These mono-linguistic classrooms are equipped with English material; therefore they serve no real instructional purpose. In retrospect, this article goes on to highlight the No Child Left Behind Act and states that as mandatory laws have changed this outdated method of teaching. Like many of the other articles, this too serves as a guide to what schools who are using the co-teaching method looks like and how they too can apply this collaborative method to their schools

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5. Content-Focused Classrooms and Learning English:  How Teachers Collaborate. Creese, A. Theory Into Practice, 49:99–105, 2010  Copyright © The College of Education and Human Ecology, The Ohio State University

This article looks at the possibilities of content- based instruction in mainstream English secondary schools. It considers the continuum from a language to content focus in classrooms where teachers collaborate. English as an additional language (EAL) and subject curriculum teacher’s work together to support young people while they simultaneously study the national curriculum and learn English. The article argues that although teachers in the partnerships consider the relationship between languages and content for their students, the lack of an EAL or language curriculum presents few opportunities for language learning or language awareness. With the balance clearly in favor of content, there are negative knock-on effects for the EAL teacher and English Language Learners (ELLs).